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**THE CORRELATION BETWEEN THE STUDENTS' KNOWLEDGE OF
SIMPLE PRESENT TENSE AND THEIR ABILITY IN READING
COMPREHENSION AT THE EIGHTH YEAR STUDENTS OF SMPN 1
PALIMANAN KABUPATEN CIREBON**

A THESIS

Submitted to the English Education Departement of the IAIN Syekh Nurjati Cirebon
in Partial Fulfillment of the Requirements for the Degree of Islamic Scholar in
English Education (S.Pd.I)



By

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CIREBON
2013**



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ABSTRACT

AMIMA : The Correlation Between the Students' Knowledge of Simple Present Tense and Their Ability in Reading Comprehension at the Eighth Year Students of SMPN 1 Palimanan.

English is used more as an international language for communication and it is learnt by many people in the world. People, especially the students have to learn English, because of some reasons. In its curriculum, it is one of the main school subjects that have to be learnt by all students from elementary school to university.

In the process of teaching and learning English, the one important thing is how a teacher carries out the English instruction includes in teaching grammar, especially about the simple present tense and reading comprehension. In this case, the many students have difficulty in doing grammar, many of those who do not understand the grammar structure pattern, especially those in the simple present tense and the ability with reading comprehension.

The aims of research done by the writer in this thesis are to find out the students knowledge of simple present tense, to find out the students' ability in reading comprehension, to find out if there is correlation between the students' knowledge of simple present tense and their ability in reading comprehension at the eighth year students of *SMPN 1 Palimanan*.

The techniques of collecting data used by the writer is test. In doing research, the writer uses quantitative approach. It means that the data being obtained are presented by numbers and then interpreted by using statistical analysis.

By analyzing the data, the writer concludes that the mean score of the students' knowledge of simple present tense is 6.70 (a good score), and the mean score of the students' ability in reading comprehension is 6.27 (a sufficient score). And there is a positive and significant correlation of X variable and Y variable. It is caused by the calculation of t_{test} is 4.19 and it is bigger than t_{table} of 5 % is 2.021 ($4.19 > 2.021$). It means that the research hypothesis is acceptable.

Based on the test of hypothesis that is done the writer got "t" value 4.19. it is bigger than from t table. Degree of freedom (df) = N-2, df = 44-2 = 42, so that got t table 2.021, therefore t count > t table $4.19 > 2.021$, it means that there is positive and significant correlation between the students' knowledge of simple present tense and their ability in reading comprehension at the eighth year students of *SMPN 1 Palimanan*.



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LETTER OF AUTHENTICITY

In the name of Allah, Most Gracious, Most Merciful

I acknowledge that this thesis entitled in *'The Correlation between The students' Knowledge of Simple Presents Tense and Their Ability in Reading Comprehension of the Eighth Year Students at SMPN 1 Palimanan Kecamatan Palimanan Kabupaten Cirebon'* is really my own writing with some quotations from sources by using the acceptable method of writing.

Honestly speaking, I have written this letter of authenticity in accordance with the truth. I will be responsible for any risk that will happen in the future if it proved to offend the ethic of scientific writing.

Cirebon, July 2013

The Writer

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RATIFICATION

The thesis entitled "The Correlation between The Students' Knowledge of Simple Present Tense and Their Ability in Reading Comprehension of the Eighth Year Student at SMPN 1 PALIMANAN" by Amimatun Nisa, Registered Number 06430535, has been examined in the viva voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on July 10 2013. It has been recognized as one of the requirements for undergraduate degree in English Education.

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PREFACE

In the name of Allah, Most Gracious, Most Merciful, all praises and thanks are given to Allah. With His mercy and permission, the writer has been able to finish writing this thesis which is entitled **THE CORRELATION BETWEEN THE STUDENTS' KNOWLEDGE OF SIMPLE PRESENT TENSE AND THEIR ABILITY IN READING COMPREHENSION AT THE EIGHTH YEAR STUDENTS OF SMPN 1 PALIMANAN - CIREBON**. This research is written to fulfill one of the requirements to gain the scholar of Islamic education Degree from IAIN Syekh Nurjati Cirebon. In writing this research, the writer uses the quantitative research by the formula of product moment correlation by Pearson.

The writer respectively received so many valuable contributions from the outsiders their time, thinking and energy to always support the writer in this thesis. Hence, the writer would like to express her special acknowledgment to the following names:

1. Prof. DR. H. Maksun Mukhtar, MA. the Rector of IAIN Syekh Nurjati Cirebon.
2. Dr. Hj. Huriyah Saleh, M.Pd, the Chairwoman of English Education Department of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon, and also as the first supervisor, who has helped and guided me in finishing this thesis.
3. Sumadi, SS. M.Hum. as the second supervisor, who has helped and guided me in writing this thesis.
4. All the lecturers and staffs of IAIN Syekh Nurjati Cirebon, who care so much about the quality of education and teaching for their valuable contribution.



5. Drs. H. Sufyan, M.MPd the head master of *SMPN 1 Palimanan Kecamatan Palimanan Kabupaten Cirebon*.
6. Drs. Syafiq. The English teacher of *SMPN 1 Palimanan Kecamatan Palimanan Kabupaten Cirebon*.
7. All the teacher, the administrator and the students of *SMPN 1 Palimanan Kecamatan Palimanan Kabupaten Cirebon*.
8. My parents who have given me needed either financial and support.
9. My husband who always give me support and love, thanks For your love.
10. All of my friends that cannot be mentioned one by one who has helped the writer to finish this thesis.Thanks for them.

Obviously saying, this is still far from being perfect. It is very possible that are some weaknesses either the contents or the organization of the writing. For the reason, the writer absolutely welcomes to the constructive comments dealing with this thesis.

Finally, the writer hopes that this thesis will be useful for scientific education purpose, all of the readers, especially for the writer herself and for the English Department of IAIN Syekh Nurjati as a reference in general.

Cirebon, July 2013

The writer



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Every people in this world need language to communicate with other. Language is a medium of communication for human being and allows people to express their feelings, opinions, thoughts, and ideas to others either in oral or written forms.

There are many definition of language. Different linguists have different definition, too. These are some of those definitions according to the linguistics, such as :

According to Oxford dictionary, the meaning of language is system of sounds, words, etc used by humans to communicate thoughts and feelings (Oxford learner's Pockets Dictionary, New Edition: 233).

Put at its simplest, a language is a set of signals by which we communicate. Human beings are not the only species to have an elaborate communication system. Bees communicate about honey and about the sitting of a new hive; chimpanzees can use vocalizations to warn of danger, to signal the finding of food or to indicate attitudes to mating; and dolphins can communicate information on food and danger by means of whistles and clicks. (Tood, 2002: 6).

Language is for-what meaning has to do with people's ideas and intensions, and with social communication. Included are chapter on the innateness controversy, the private language argument, the possibility of animal and machine



language, language as rule governed or conventional behavior, and the speech act theory.

(Martin, <http://mitpress.mit.edu/catalog/item/default.asp?type=2&tid=3750>).

According to the other expert, “Language is the expression of thought, with the translation of nation into words being the act of understanding”.

(Atkinson, www.ourcivilisation-com/undrstnd.htm).

Based on definition above, there are two important points about language. Firstly, the function of language is to communicate and interact among people in social community. Secondly, the expression of thought, the act and the signals are the way of language produced or implicated.

The students have some problems to apply the language based on those important. One of the problems that are usually showed up by the students is about grammar.

Grammar is the study of rules governing the use of a given natural language, and, as such, is field of linguistics. Traditionally, grammar included morphology and syntax; in modern linguistics there subfields are complemented by phonetics, phonology, orthography, semantics, and pragmatics.

(<http://en.wikipedia.org/wiki/grammar>).

The other statements are disagreeing with the statement above. This is one of the contrast statements of the statement above:

Grammar is the system of a language. People sometimes describe grammar as the “rules” of a language; but in fact no language has rules. If we use the word “rules”, we suggest that somebody created the rules first and than spoke the



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language, like a new game. But, language didn't start like that. Language started by people making sound which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All language change over time. What we call "grammar" is simply a reflection of language at a particular time. (<http://www.englishclub.com/grammar/grammar-what.htm>).

However, the grammar has turned into formal language and has function to get ahead the students' ability in language, especially English, in every formal even informal school.

One of grammatical case at ninth year students' of *SMPN 1 Palimanan Cirebon*, according to the preliminary observation in PPL 2 is the use of tenses, especially simple present tense.

The student still makes a lot of mistakes because in general they think that the subject of the sentence does not have any effect on the verb.

Indonesian and English grammar is different from one another. These differences of grammar of both two languages, Indonesian and English, make the ninth year students of *SMPN 1 Palimanan Cirebon* find difficulties in learning English tenses, especially simple present tense. Most of the students don't get good marks in English test, especially in the test of simple present tense. This is probably caused by the fact that the English grammar they are learning differs from the grammar of their own native language. In Indonesia there are no tenses and the verb does not change although the time of speaking differs from each other, but in English there are tenses and the verbs always change based on the adverbs of time given.



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English has many kind of tenses, there are sixteen tenses in English grammar. The use of every form of tenses must be in accordance with the time of event and the use of every form of the tenses has the role and time signal which is must be known by the student, and this thing makes the student confused. Sometimes they known certain form of tenses but they cannot use them in the real situation. It may be the causes of the students at *SMPN 1 Palimanan Cirebon* don't get good marks in English. In this situation the teacher have to be able to use the time, techniques, and methods in the teaching and learning process.

To make the students easy in learning simple present tense, the writer will try to reading comprehension to help them understand the use of tenses, especially simple present tense. In general one of tenses, especially simple present tense has been studied repeatedly but most of the student still make a lot of mistakes in using simple present tense whether in writing or even in speaking. And it is becoming the problem of the students which is exposed in writing the thesis. And the writer would like to know if there is a correlation between the students' knowledge of simple present tense and their ability in reading comprehension.

From the explanation above, the writer conclude that the weakness or lack ability in using simple present tense of the students in *SMPN 1 Palimanan Cirebon* is the main problem that faced now. So that it has to be solved by the best method which are efficient and enjoyable, too.

According to the beginning research, the writer found that English teaching has been done with professional work. It means they was able to do the test that have been given by their teacher but the result in mid semester at English second



class is unsatisfied. With average score 5,5. so there is problem in teaching and learning process, especially in simple present tense and reading comprehension. My research investigate is there significant of simple present tense knowledge with reading comprehension ability?

B. The Identification of the Problem

The identification of the problem in writing this thesis is as follows:

1. The Field of the Research

The field of the research is Grammar. It discusses mainly about the students' knowledge of simple present tense and their ability in reading comprehension.

2. The Approach of the Research

The approach of the research in writing this thesis is using quantitative approach.

It means that the data which have been achieved in particular forms are presented by numbers; consequently, they can be measured and interpreted by means of using statistical analysis.

3. The Main Problem

The main problem in writing this thesis is the students' knowledge of simple present tense and their ability in reading comprehension.

C. The Limitation of the Problem

As a matter of fact, it can be admitted that learning a foreign language, say, English is not an easy thing. Therefore, it needs a regular and long enough time. The fact shows that the graduates of senior high school or the schools of the same levels, is that they can be considered as having not been able to use English either in written or especially in oral. This is proving that the process of teaching and



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learning English at schools can be evaluated as having not been successful. Honestly speaking, the knowledge which is gained by the students in learning English will be reflecting the success in the process of teaching and learning at schools. As a matter of fact, English is much more different from Indonesian either seen from the point of pronouncing the word or seen from the point of the rules of the language.

These rules of a language are very confusing the student so that they lose spirit to learn. From a lot of difficulties which are faced by the students are supposed to be the problem in the process of teaching and learning. The writer will only limit the students' knowledge of simple present tense and their ability in reading comprehension.

Text can be spoken, written or visual, although written text probably comes first to mind for most of us, a text is any communication, spoken, written or visual, involving language. When the world, text is encountered in the English statement or profile, it is this broad range of text that is intended. Students work with texts such as conversation, speeches, letters, novels, plays, and multi media texts. Some texts combine word and images or sound to make meaning. Ads, picture books, documentaries, and world wide web pages are just a few examples. In an increasingly visual words, there are more and more text like this. Teachers are learning how to help their students to interpret and create the different aspect of these texts. New types of text make different demands on students. Hypertext document and e-mail are good example. These kinds of text invite different ways of reading and writing. In e-mail, the language used is a kind of hybrid of speech



and writing. The conventions used are different from either phone conversation or letter. Hypertexts are different from most print texts because these aren't one clear linear direction. The skills required for students to make the most of these texts are different from the skills needed for other texts.

D. The Questions of the Research

The questions of the research in writing this thesis are as follows:

1. Do the students' have good knowledge of simple present tense?
2. Do the students' have good ability in reading comprehension?
3. Is there any positive and significant correlation between the students' knowledge of simple present tense and their ability in reading comprehension?

E. The Aims of the Research

The aims of the research in writing this thesis are as follows:

1. To find out the data about the students' knowledge of simple present tense.
(X, variable)
2. To find out the data about the students' ability in reading comprehension. (Y, variable)
3. To find out the positive and significant correlation between the students' knowledge of simple present tense and their ability in reading comprehension.

F. The Usefulness of the Research

The usefulness of the research in writing this thesis is as follows:



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- a. Through the implication of tenses on teaching grammar focus, such an simple present tense, the student are expected can be motivated in learning English, so that can increase the students, ability.
- b. To know the English teacher is use the methodology of teaching in learning English at school.



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